



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

furnish good reviews. My first choice would be Lewisohn's reviews in the *Nation*. The *Boston Transcript* has also a valuable page. The *Christian Science Monitor* keeps track of new manifestations throughout Europe. The *New York Times* has information about New York productions. *Current Opinion* and *Hearst's* contain each month an abridgment of a current play, often one not obtainable in print.

There are catalogues of plays that it is well to know about if one is on the lookout for new material.

*The Plays of the Little Theatre*, Shay (Stewart and Kidd), contains one thousand titles with a brief characterization of each. This list is also found in the back of *Fifty Contemporary One-Act Plays*.

*Plays for Amateurs*, Clapp (Drama League, Chicago)

*The Dramatic Books and Plays*, Lower and Herron (Boston Book Co.)

*World Drama Prompter*, La Jolla, California

All the publishers, such as French, Baker, Sergel, have catalogues, and Norman Lee Swartout, of Summit, New Jersey, publishes a selected list.

Perhaps I ought to say again that this list is for the teacher and not for the student. Many plays valuable for school use have already been listed and described in the *English Journal*. It still seems to me that a fine work remains to be accomplished here. I wish the English Council, or the *Journal* independently, could make a new comprehensive list of plays for high-school reading and production. Much of the best drama is not suited to school use because of its sophistication and because its appeal is to emotions not yet aroused in very young people. The better lists which have been made are far from new and of course do not include the many good things of recent years. I hope someone or some group with wisdom and good common sense will furnish such a list soon.

FRANK G. TOMPKINS

CENTRAL HIGH SCHOOL  
DETROIT, MICH.

---

#### PROJECTS FOR BUSINESS ENGLISH COMPOSITION

Although the general aim of a high-school course in business English composition is the same as the general aim of a high-school course in any English composition—to give the prospective citizen the best possible means of expressing his thoughts—the specific aim is somewhat different. This specific aim is set by the demand of the business world that a boy or girl coming from high school must know perfectly two things: the minimum essentials of good English, and how to write a business letter correct in form. Besides these two requirements, the

business world expects those entering it from the high school to know something of the underlying principles of good business, and it also expects them to be able to talk intelligently about the particular business with which they are working. Since these are the essentials for the beginnings of success in business, it is surely the part of the high school to make certain that those going out from the commercial department have attained 100 per cent in these requirements.

With this purpose in view, it was decided that the pupils of the commercial department of our high school should be given in their third year definite drill upon sentence structure, punctuation, spelling, and the grammar of usage. It was also understood that at this time they should study the business letter with its various purposes, and, having mastered the form in their first year, the pupils were here to give more attention to content, style, and vocabulary.

To secure the necessary interest that must act behind successful effort and drill in the essentials and to get enthusiastic response in the oral and written exercises, the course was given in the manner of a project—not actually suggested by the pupils themselves, but readily adopted by them as soon as the teacher made the suggestion for the first part of the work. The business English composition class determined that it should organize itself into a company whose purpose it was to excel in the business of writing letters. The organization of such a company presented several problems the solution of which could not be found in textbooks or reference books of any kind, but must be found by interviews with professional and business men in town. Therefore, each of the stockholders arranged his conference with some person who knew all about “running a business,” and in the oral English class, which was in fact a meeting of the stockholders, the organizing of a company and the requisites for a start in such an undertaking were discussed pro and con. Here at the beginning was established the point of contact between the commercial course and real business, for this teacher did not have that point of contact which is the minimum requirement of the teacher of business English, and she, too, had to get in touch with business if she was to lead this eager group. To take stock of the assets, it was voted that every stockholder should show what he had in ability to express himself orally by talking on some phase of business for two minutes before the others, who were to let him know just what he needed for improvement. With the same purpose each member of the firm must write out one page of English on a subject of interest, and thus find out what he needed to be of greatest service to the company.

After the organization and naming of the company was complete, the one idea of each stockholder seemed to be to make it succeed. After studying seriously on the elements necessary to success in such an enterprise, it was concluded that the best business houses let it be known what they do, and they excel in doing that one thing. After much drill on sentences, punctuation, spelling, and grammar, and after scrutinizing many different kinds of business letters, the stockholders of this letter company felt that they could excel in writing letters. Letters stating accurately, concisely, and attractively the purpose of the company were selected by vote from those written in class and sent to the classes in school (an especially attractive one to the fourth-year class), to the annual business manager, to the Hy-Y clubs, to the football teams, and other organizations which do a certain amount of letter writing during the year. Thus the company procured for itself a really live, though not rushing, letter-writing business for the entire year.

Delighted with the results of the business-letter project, the stockholders themselves suggested that they wished to put something new on the market. They were confident that the article would be in demand if it had the letter company's label! Much to the surprise of the teacher, this new product was to be called "better speech." After discussing the ways and means of making their article known, the company voted to write letters to people who would very likely be interested in "better speech" and also to people who must be made interested. Attracting the attention of the general public furnished an entirely new problem—advertising. Although the psychological principles underlying advertising were not entered into by the stockholders, they learned much about getting the attention of the public from the study of posters and successful advertisements in magazines and on the screen at the picture show. A letter was written to the art department asking for help in making posters.

The company met with marvelous success—so the stockholders declared—and as Thanksgiving came around, it seemed to them quite appropriate for the company to meet and have a talk from each member of the firm on "The Business of Thanksgiving." A week later the decision was for similar talk on "The Business of Christmas." It was the wish of all the stockholders to express greetings of the season to the other members and to the patrons. This they did by means of letters—the value of the letter had become a vital thing to this group.

In closing this project, each stockholder prepared a clear, accurate, concise report on the company from its beginning. He also visited

some "other" industry and reported on his investigation, which invariably served to bring out the necessary elements of success in business as well as the importance of accuracy in statement.

The project that naturally suggested itself for the second semester of this year was the preparation of a booklet as a prospectus for the company. Copies of such booklets were ordered by the score. The stockholders found that getting out such a book required some knowledge of bookmaking, and, besides, all of the good models had actual writing in them, such as poetry and stories. To solve the first problem, they divided themselves into groups, each of which was to investigate some part of bookmaking after the printer had received the material. To solve the second problem, these business people resorted to imitative writing, *The Pilgrim's Progress*, *The Rime of the Ancient Mariner*, and *Rip Van Winkle* being made models for effective stories.

At the end of the year each member of the firm wished a better position, and so he wrote a letter of application. The manner in which the class approached the writing of this final letter and the results of the effort compared with the results of the effort in the formerly used academic method proved that the project-problem method was one solution of the teacher's letter-writing problem. It should be needless to add that the success of this experiment required the activity of the teacher: she was at no time passive, as she could not lose sight of the fact that the project was simply an effective means to an end.

LUCILLE CRIGHTON

CENTRAL HIGH SCHOOL  
JACKSON, MISS.

---

#### THE ADVANCE OF ENGLISH SPEECH AMONG NEGROES IN THE UNITED STATES

The steady advance of the English language is one of the most remarkable movements in linguistic history. A few centuries ago, it was the coveted possession of a population which occupied a portion of the British Isles. Today it is the language of some one hundred and forty million souls. Starting from the shores of England, it has gone its way, making new conquests and winning enthusiastic adherents of other races and climes.

The present alarm of the purists with respect to the pronunciation of standard English in America, has brought in its wake some very helpful information. While there is no reason to believe that the sweeping reforms of the purists will ever be realized, there is sufficient ground